

Faculty Senate Curriculum Committee

APPROVAL FORM

Rev: 5/82

Proposal Title: Graduate Study in Law/Justice

Sponsor(s): Dr. Herbert Douglas Dept.: Law/Justice

Prof. Charles P. Nemeth

Check one: Course Specialization Concentration Achievement Certificate

Minor Change  Major Program  
(please name: deletion or credit/title/catalog change)

Certification Program Undergraduate  Graduate Credit Hours

Step 1 (Department)

Approved 3/30/84  
date

Not Approved

H. Douglas  
Dept. Chairperson

Reviewed 4/6/84  
date

C.P. Nemeth  
c.e. Chairperson, Dept.

Step 2 (Receipt)

SCC# 74-85-01

Proposal Received SEP 4 1983  
date

Brenda A. Foley  
Chairperson, SCC

Step 3 (Division CC)

Reviewed 1-24-84  
date

Approved

Not Approved

Comments:

Lucy L. Williams  
Chairperson, Div. Curr. Comm.

Step 4 (Academic Dean)

Reviewed 1/24/85  
date

Comments: much needed program

Some shortening +  
tightening of these material  
will be necessary before  
submission to DHE

James D. Wear  
Signature, Dean of Division

Step 5 (SCC)

Open Hearing Date: 4/1/85 Approved by Senate Curriculum Committee 3/ (date)

Returned to sponsor(s) for the following reasons:

Step 6 (Faculty Senate)

Presented to Faculty Senate (date): 1/24/85

Approved  
 Not Approved

Notification to Vice-President Academic Affairs (date): 1/24/85

Signature: SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

PN Post  
Course received 5/30/85 (date)

PN Proposal  
Course approved Yes      No     

If no, reasons are as follows:

Student credit hours NA

Faculty load hours NA

Equalized credit hours NA

Official copy and approval sheet filed 7/18/85 (date)

Signature

William Owens

(Vice-President for Academic Affairs)

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Registrar

Approved course description received \_\_\_\_\_ (date)

Hegis Taxonomy and Course Number assigned \_\_\_\_\_

Signature \_\_\_\_\_

(Registrar)

\_\_\_\_\_  
(Date)

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Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),  
Academic Dean(s), Registrar, Sponsor(s)

## I. INTRODUCTION

This is a proposal for a Master's degree in the field of Law and Justice. This proposal is representative of the growth and maturation of the Law/Justice Department since the Fall of 1980. In 1982 the department completely revamped its existing undergraduate program, and it has been received most favorably. With the humblest and most honorable of intentions the Department of Law/Justice submits this proposal which includes a thorough programmatic description, a complete rationale and list of objectives for program operation, specific catalog procedures, admissions requirements and curricular standards. In addition the proposal contains complete course descriptions for the entire curriculum. The committee thanks in advance all those parties who have been helpful and supportive in this process.

Submitted by:

Department of Law/Justice

Chairperson

Dr. Herbert Douglas

Curriculum Committee

Charles P. Nemeth, Esquire

Dr. Joseph Sanborn, Jr.

Dr. Stanley Yeldell



**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

March 15, 1984

Mr. Charles P. Nemeth, Chairperson  
Law/Justice Department  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Mr. Nemeth:

It is my understanding that the Law/Justice Department is submitting a proposal for a Master's program in Law/Justice. I want you to know that I fully support your proposal. The Psychology Department stands ready to assist you in your efforts in whatever way we can. As you know, one of our faculty, Eleanor Gaer has a law degree and is licensed to practice law in both the State of New Jersey and Pennsylvania. I am appointing Dr. Gaer as liaison between our departments. She will assist us in meeting your current and future needs.

I look forward to continuing and growing cooperation between our departments.

I wish your proposal speedy approval.

Yours truly,

A handwritten signature in cursive script that reads "John Frisone".

John Frisone, Chair  
Psychology Department

JF:lm



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

March 28, 1984

Charles Nemeth, Esq.  
Dept. of Law/Justice  
Wilson Building  
Campus


Dear Mr. Nemeth:

I was interested to hear of your proposal for a master's program in Law/Justice, and of your intention to incorporate Dr. Becker's Civil Rights and Civil Liberties course in that program.

You have my full support in your endeavor, and my best wishes for success.

Sincerely,

Richard J. Johnson, Ph.D., Chairperson

  
Political Science Department

RJJ:rw  
Encl.



**State of New Jersey**  
**GLASSBORO STATE COLLEGE**  
**GLASSBORO, NEW JERSEY 08028**

EDUCATIONAL ADMINISTRATION DEPARTMENT  
609-445-5229

March 14, 1984

Charles P. Nemeth, Esquire  
Chairman, Curriculum Committee  
Law/Justice Studies Department

Dear Mr. Nemeth:

The Educational Administration is pleased to encourage and support the development of a Master's - level program in Law/Justice Studies.

We are pleased that you plan to include some graduate administration and/or supervision courses as electives in your program sequence. We look forward to contributing to the development and implementation of your program.

Please call on us if we may be of additional assistance.

Sincerely,

A handwritten signature in black ink that reads "Edward H. White, Jr." in a cursive style.

Edward H. White, Jr., Professor and  
Chairman  
EDUCATIONAL ADMINISTRATION DEPARTMENT

EHW:mrc



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

EDUCATIONAL ADMINISTRATION DEPARTMENT  
609-445-5229

January 30, 1984

Check Nemeth  
Chairman, Curriculum Committee  
Law/Justice Department, Wilson Building

Dear Chuck:

Attached are the syllabi which you requested recently.

Please be advised that both courses are geared primarily for supervisory and administrative personnel in New Jersey schools, particularly in the public sector.

If we can be of further help, please feel free to call upon us.

Sincerely,

*Edward H. White, Jr.  
(mrc)*

Edward H. White, Jr.  
Chairman  
EDUCATIONAL ADMINISTRATION DEPARTMENT

EHW:mrc  
Attachments (2)

# MEMO

Glassboro State College

PSYCHOLOGY DEPARTMENT

**TO:** Chuck Nemeth, Chair, Curriculum Committee, Law/Justice

**FROM:** Virginia Brown, Chair, Curriculum Committee, Psychology

**RE:** Request for Course Syllabi for Graduate Courses

**DATE:** March 9, 1984

Dr. Frisone forwarded your Memo to me regarding your Master's Program proposal; we're pleased that you are considering adopting some of our existing graduate courses as electives.

I am enclosing the syllabus for Graduate Social Psychology, which would clearly be an appropriate choice for your students. You also requested copies of the syllabi for Graduate Abnormal and Psychotherapeutic Methods. At this time, I am sending along the syllabi for the advanced undergraduate Abnormal Psychology and Clinical Psychology courses. Some slight revisions would be needed for a graduate level course, but I believe that the general outlines will provide the basic thrust of the two courses.

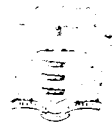
I would be happy to discuss the inclusion of these courses in your Master's program with you. Perhaps you could give me some information about what your graduates' career goals are, etc., and then our faculty would have a better sense of what the most appropriate courses would be to help meet those goals. Please feel free to contact me at your earliest convenience to talk about these curricular concerns.

Thank you,

*Virginia Brown*

Virginia Brown

VB:lm  
Encl.



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

February 16, 1984

Professor Charles Nemeth  
Law & Justice Department  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Professor Nemeth:

Dr. Frisone, Psychology Department Chairperson, has informed me that you are planning a Master's Program in Criminal Justice. I would like to meet with you to discuss the possibility of developing a new graduate course in psychology, concerning psychology and law, which might meet the needs of your students as well as psychology students.

Please let me know if you would be interested in doing this and we can arrange to meet at a convenient time.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Eleanor P. Gaer".

Eleanor P. Gaer, J.D., Ph.D.  
Assistant Professor

EPG:lm



State of New Jersey

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

DEPARTMENT OF SOCIOLOGY

April 26, 1984

To: Dr. H. Douglas and Dr. C. Nemeth  
Department of Law and Justice

From: Ted Tannenbaum, Chair, Sociology

Re: Proposal for Graduate Study in Law and Justice

I strongly support your proposal for graduate study in Law and Justice. It will meet, as noted by the numerous letters of support, the needs of justice system personnel in the "field" as well as students, especially those in sociology, whose interests are in research and supervision positions in criminal-justice areas. (Our graduates presently attend Temple or Rutgers for this continued training and knowledge.)

I was especially impressed with the program philosophy and program evaluation plans. The admittance of non-criminal justice majors will provide an interdisciplinary ambience and will prove fruitful to students and faculty. The evaluation procedures suggest the faculty is well aware of the "pangs of birth" and are willing and open to modification and change. This flexibility will enhance the program by continually pointing out "changing directions" in the academic and field areas.

The proposed curriculum integrates and organizes the various models in criminal justice, and the various law and justice courses appear appropriately placed. The requirements provide a good foundation for the various "specializations."

I look forward to the program's implementation. We will be happy to discuss how we may help with making the program successful.

Sincerely,

Ted Tannenbaum, Ph.D.  
Chair, Sociology

TT/mm

# LETTERS OF SUPPORT AVAILABLE

## GSSC PERSONNEL

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JOHN FRISONE, Chair, PSYCHOLOGY DEPARTMENT  
RICHARD J. JOHNSON, Chair, POLITICAL SCIENCE  
EDWARD H. WHITE, Chair, EDUCATIONAL ADMINISTRATION  
VIRGINIA BREWEN, Curriculum Committee, PSYCHOLOGY  
ELEANOR GAER, Assistant Professor, PSYCHOLOGY  
TED TAMMENBAUM, Chair, SOCIOLOGY

## II. DESCRIPTION OF THE PROGRAM

### A. Statement of Program Objectives

As the national and state concern with criminality continues, and as emphasis is increasingly placed on development of programs for the prevention of crime and delinquency, higher system efficiency, and the reintegration of potential and identified juvenile and adult offenders, there is seen a correlative growth in the quest for personnel with training which qualifies them to undertake the more complex tasks involved in these programs. The wisdom of approving Law/Justice as an undergraduate department is underlined by the statistics (Table 1) which summarize its operations since inception.

As the undergraduate program has grown to meet the staffing needs of criminal justice agencies, the field itself has continued to upgrade its own professional standards. In consequence, we now witness a growing demand for persons with advanced degrees. In New Jersey corrections, for example, a sizable number of positions calling for a Bachelor's degree at the time of initiation of Glassboro State College's program in Law/Justice have since been reclassified and now specify a Master's degree as the minimum educational requirement. Similar development has occurred in the Courts, Police, Social Service Agencies, and, to a lesser extent, private security systems. Suffice it to say that if Glassboro State College is to maintain an active position in providing qualified graduates to meet the changing needs of the public and private justice system, to be of service to a sizable body of currently employed criminal justice personnel seeking to upgrade their skills, qualify for increased pay and, finally, to help meet the

Thirdly, it is intended that the curriculum of the Master's in Law/Justice will be flexible enough to permit students to pursue coursework largely reflective of their individual career needs or goals. This will be accomplished by providing a small core of basic courses required of all students, and a large number of courses to be elected from offerings of the Law/Justice Department or other College departments in keeping with individual needs or goals, and in consultation with departmental faculty advisement. Course offerings will also be scheduled at the best time periods reflecting the students' work demands. Students other than those who have completed an undergraduate degree in Law/Justice will be eligible for admission into the program. Such access is of prime importance in that it will make possible the admission of many individuals currently employed by criminal justice agencies whose undergraduate education has been in a variety of non-criminal justice disciplines. This, it should be noted, is not merely a matter of providing service to the community, but also enriches the quality of the instruction through the participation of experienced practitioners. This takes into account the fact that undergraduate specialization in criminal justice is still a relatively new development, and that the field has not yet matured to a point where it is yet possible to identify optimal undergraduate preparation. Perhaps the closest analogy to this concept can be found in the admissions policy of many law schools, e.g., University of Pennsylvania, which accepts students from a wide range of undergraduate backgrounds. The emphasis is not on the type of pre-admission preparation, but rather on capacity for, and success in, meeting end-point objectives. Implementation of this

concept is exemplified in the proposed new course, "Nature of Crime." Also, the advisement process will assist students in identifying coursework or other forms of preparation which would enable them to mend deficiencies in their background and succeed in meeting requirements of the Master's degree in Law/Justice. While this may be a departure from traditional practice in well-established disciplines, it appears to the proposers of this program that it is appropriate in regard to as young and still evolving a professional discipline as Law/Justice.

#### B. Catalog Description of the Program

The faculty of Law/Justice will offer a program leading to the Master of Science Degree with a major in Justice Studies.

##### The Study of Justice

The study of law/justice is a multidisciplinary, problem-oriented field of scholarship, research and teaching, embracing those aspects of social and behavioral sciences, law and other fields relevant to an understanding of law and justice, crime and social deviance, and entailing a critical examination of the systems which have evolved for handling problems. The Master of Science degree has been designed to prepare students for professional positions in justice-related agencies, for teaching in community and four year colleges and for further study and research in the justice field.

##### Center Research Activity

The faculty of Law/Justice has a strong commitment to ongoing research programs. Graduate students have ample opportunities to participate in these pursuits through paid research assistantships

as well as research apprenticeships and independent studies on the graduate level.

Areas of faculty research interest include: public police implementation and evaluation; organizational theory and behavior; judicial studies administration and management in justice-related agencies; management motivation; justice-related curriculum and education; female criminality; white collar and corporate crime law enforcement; juvenile justice; corrections; quantitative and qualitative research; victimization, crime and the media; criminological theory; and world systems research.

#### Admission to the Program

The following admission standards apply in Graduate Studies at Glassboro State College. Inasmuch as graduate enrollments are limited, the completion of these criteria does not automatically guarantee admission for graduate study.

Students who wish to pursue a Master's Degree in Education at Glassboro State College shall apply through the Graduate Office.

1. The applicant shall have been awarded the baccalaureate degree from an accredited institution of higher education. A student applying for admission who has not yet been awarded the baccalaureate degree may be given tentative admission, pending receipt of the final transcript, provided all other criteria have been met.
2. The applicant shall have been graduated with a cumulative grade point average of not less than 2.80 during the last sixty semester hours of undergraduate study, or a minimum four-year cumulative grade point average of not less than 2.50. (A=4.00)
3. The applicant, except in the Achievement Certification programs, shall provide Graduate Record Examination scores taken within the past five years. A minimum combined GRE score of 800 is required for admission to graduate degree programs. For candidates applying for a second Master's degree or a Post-Master's Program, the GRE or the Advanced GRE may be required in specific programs. In addition, special stipulations may be required for admission to a particular graduate program, including personal interview, audition, portfolio, writing sample, evidence of

teacher certification, etc.

4. Until such time as the student has been granted formal admission to the graduate division, credit in graduate courses applicable to the degree shall be restricted to six graduate credit hours approved by the appropriate program advisor.
5. An applicant may be approved for probationary admission by recommendation of the program advisor and department chairperson and approval of the Dean of Professional Studies.

#### Financial Aid

A limited number of assistantships are available through the College and students selected as graduate assistants receive \$3,000 earned through twenty hours of work weekly, over a nine month academic year. All assistantships include tuition waivers. Application forms for assistantships can be obtained from the College. Students may also earn money by participating in funded faculty research and are encouraged to apply for College financial aid. A list of university scholarships and criteria for them may be obtained from the Graduate Office.

#### Steps Through the Program

Information and advisement with respect to the programs and requirements are available from the Graduate Office, the Admissions Office, Advisement Center, the Office of the Dean of Professional Studies and, of a particular program, from the appropriate department. A program advisor is designated for each program. In addition, for those programs requiring a liberal arts or fine arts content component, an academic advisor is available from the appropriate academic department.

It is the responsibility of the student to follow the prescribed program. Any variance from the requirements must be approved by the program advisor, department chairperson and the

Dean of Professional Studies. Courses are offered on a rotating basis. Therefore, the student should confer with the program advisor to establish a sequence for scheduling courses.

### Program of Study

The Master of Science degree in Justice Studies requires the successful completion of a minimum of 36 semester hours, of which not less than 27 hours are in Law/Justice Studies. The Law/Justice Master's degree program offers the option of an interdisciplinary approach in which a student may take up to 9 credit hours from other academic disciplines. Each student's program will be developed in concert with his or her advisor, in accord with the student's background of preparation and educational and career objectives. The program can be outlined generally as such:

<u>Thesis Track</u>	<u>Non-Thesis Track</u>
12 s.h. Required Core	12 s.h. Required Core
12 s.h. Field of Concentration	12 s.h. Field of Concentration
6 s.h. Electives	12 s.h. Electives
<u>6 s.h.</u> Thesis	
36. s.h.	<hr/> 36 s.h.

More specifically, the program of study has 3 major categories which are as follows:

#### I. Required Core Courses

1. Research/Statistics in Criminal Justice
2. Nature of Crime
3. Jurisprudence
4. Criminal Justice Administration

## II. Field of Concentration

Though not required, students may elect to concentrate or specialize in their studies by taking at least 12 credit hours from any of the following specializations. The eventual degree will note the specializations or concentration.

### A. Police Science

Courses: Police Administration  
Police in the Urban Society  
Administrative Theory  
Employer/Employee Relations  
Seminar in Policing  
Trends in Criminal and Constitutional Law  
Seminar in Criminal Evidence

### B. Corrections

Courses: Law of Corrections  
Advanced Correctional Administration  
Seminar in Correctional Process  
Non-Institutional Corrections  
Youth, Crime and Justice

### C. Criminology/Criminal Justice

Courses: Seminar in Criminology  
Directed Readings in Criminal Justice  
Youth, Crime and Justice  
Police in the Urban Society  
Social Psychology  
Contemporary Social Problems  
Clinical Psychology  
Abnormal Psychology

### D. Legal Studies and Judicial Administration

Courses: Judicial Administration  
Seminar in Criminal Evidence  
Trends in Criminal and Constitutional Law  
Seminar in Law  
Civil Rights/Civil Liberties  
Law of Corrections

## III. Thesis Requirements

All students must submit either a thesis or project. Each option involves preparation of a written document and an oral examination. Students planning to pursue doctoral studies will be

encouraged to write a thesis. The mode of final examination and internship requirements will be subject to approval by the student's supervisory committee.

#### Thesis Option

To satisfy the research requirement for the Master of Science degree, the student must present a thesis and defend it in an oral examination. The student will complete six semester hours in thesis research seminar. A final copy of the thesis must be reviewed and approved by the supervisory committee. The oral defense of the thesis will be conducted by the supervisory committee from the Law/Justice department. (All students must take the comprehensive examination.)

#### Thesis Substitute Option

The general requirements for those on the non-thesis option are a minimum of 36 semester hours in courses approved for graduate credit. The non-thesis option student, instead of taking the 6 hours in thesis research, must take two additional courses, approved by the advisor, one of which must be in criminology or criminal justice. The candidate must also present two papers as evidence of scholarly writing ability. These scholarly works will be reviewed and evaluated by the Law/Justice Graduate Committee. At least one of these papers must be in the area of criminology or criminal justice depending on the student's option.

#### Transfer Credit

##### Criteria for Acceptable Transfer Credit

1. No more than six semester credit hours of graduate work may be transferred from an accredited institution listed by the American Council on Education.

2. The department should certify that the courses are applicable to the student's program.
3. Due to academic and procedural differences between U.S. regionally accredited and foreign institutions credit from foreign universities is not acceptable for transfer.
4. The courses must be graduate level and must have been taken for graduate credit at the other institutions.
5. The student must have earned a grade of "B" or better in the course.
6. The credit must not have been used to satisfy the requirements for any other degree.
7. The student must furnish an official transcript to the Graduate School Admissions Committee.

C. Principal Faculty Utilized in the Program

The principal faculty for the Master's program in Law/Justice will consist of faculty currently teaching in the Department of Law/Justice, augmented initially by one additional faculty member with special expertise in theory and research methodology or in organization and management of criminal justice agencies. In particular, the department seeks a full faculty line for an individual skilled in police administration and behavior. Obviously, given the multidisciplinary structure of the curriculum as described above, a sizable amount of faculty in other departments will provide supportive instructional services through regularly offered courses in their respective departments which will meet requirements for the Master's degree in Law/Justice. Section V provides a summary of qualifications of individuals currently in the Department of Law/Justice who will be among principal faculty in the proposed graduate program. In addition to the present faculty described, the Department of Law/Justice is currently in the process of evaluating an additional senior full-

time faculty person, whose background would qualify him or her to teach in the proposed graduate program. It should be further noted that the addition of a full-time senior faculty projected below, for implementation of this proposal, is generally in step with projected new courses in Law/Justice and with projected increase in enrollment.

D. Expected Program Results

This program will permit students completing the Master's degree in Law/Justice to qualify for a number of positions beyond the entry level in areas of emphasis which it encompasses. Students will receive grounding in the scientific, philosophical, historical, and methodological foundations of criminal justice. This will, in turn, be integrated with concepts and procedures related to areas of emphases to be dealt with in elective coursework, and to skills required in direct application.

Besides being prepared to function beyond the entry levels of various "career ladders," students will be professional in having the necessary background to perceive their day-to-day activities in relation to other branches of the criminal justice system, as well as to the concerns of the larger society within which these systems function. For example: a person whose major thrust is direct help to clients should be in a position to assess the strengths and weaknesses of his or her client; to determine appropriate treatment or management approaches from the full range of possibilities available; to call upon other resources within the institutional and/or community setting; to advise other branches regarding the "at risk" status of clients, and to assess the effectiveness of his or her helping procedures. This individual would be in a position

to advise superiors regarding the availability or desirability of newly-proposed innovative approaches to working with clients. He or she could supervise a unit of helping agents to carry out phases of a client helping program. He or she would have the skills required to design record-keeping and evaluative systems for his or her area of responsibility, or work in coordination with a larger research and evaluation unit. This is an individual who can function in a staff training or orientation role, clarifying to others the contribution of his or her branch of activity. In sum, the student who completes the proposed Master's degree will be a truly professional multidisciplinary employee prepared to make an authentic contribution to the advancement of the field, whether it be as a supervisor, program evaluator, administrative assistant, or junior college teacher.

Another anticipated result of this proposed graduate program is the opportunity it will afford Glassboro State College to exert a significant influence on trends in this most rapidly evolving area of societal concern. Indirectly, such influence will flow from the activities of an increasing number of graduates employed in the criminal justice field at levels permitting input into policy and decision-making. More may be forced to take coursework that sounds vaguely applicable to their career. The second is the concern of the College as to duplication of course offerings and the potential competition among departments for students. These two concerns must be carefully recognized and delicately balanced.

This Law/Justice graduate proposal attempts to meet the objectives of offering a core of specialized coursework and

professional integration which is unavailable in South Jersey.

E. Evaluation of the Program

Internal Evaluation Criteria and Procedures

Internally-generated evaluation of the proposed graduate program will consist of several differing approaches. These would include course and faculty evaluations by students, applications for admission by pre- and in-service students, post-graduation feedback by students completing the program, employment experience of graduates, and evaluations of impact on the criminal justice field through survey of agency administrators.

1. Course and Faculty Evaluation. It is anticipated that a questionnaire-type survey will be conducted in each class, each semester, to obtain student reactions to the course and its instructors.
2. Applications for Admission. A significant measure of program success will be its ability to attract students. Not only will the numbers projected in this proposal be tracked; but even more significantly, it is also intended that analyses will be made of ratios of pre- to in-service applicants, quality of undergraduate preparation of applicants, range of geographic origins of applicants (viz., Southern New Jersey, State of New Jersey, Middle Atlantic States, and beyond).
3. Post-graduation Feedback. Approximately one full year following his or her graduation, each student will be sent a comprehensive questionnaire in order to elicit data with regard to his or her post-graduation experiences in criminal justice, and his or her evaluation of the effect of his or her graduate education on his or her career. This will contribute to a

capacity for regular examination and refurbishing of curricular content, in order to maintain field-oriented currency.

4. Employment Experience. An ongoing, regularly up-dated record of the employment experiences of graduates will be maintained. This will include length of time to obtain first post-graduation employment; specialty area and level of each employment; rapidity of promotional opportunity; etc. Again, along with reflecting the degree of success of the program in preparing people for the field, this will supply a basis for program modification--an "early-warning system"--in response to changing direction.
5. Impact on the Field. While the objective of preparing students successfully for employment is of the highest priority, this proposed graduate program perceives comparably its capacity to influence practitioners, agencies and the justice system at large through the activities of its students and its faculty. Clearly, most graduate programs, similar to that proposed here, generally have a positive impact and influence on the justice system, but the department will seek to measure its impact by a formal qualitative study which will be conducted after the fifth year of program operation. Addressed particularly to upper-level criminal justice agency officials, it will attempt to uncover attitudes toward the program, experience with, and readiness for, utilization of program resources, contributions of program graduates to agency functioning, and so on.

F. External Accreditation Status

Historically, the Academy of Criminal Justice Sciences has been the accreditor of criminal justice programs. Its standards are well followed and respected, and every effort is being made to fashion a program which meets and exceeds those standards. At present, however, the ACJS has withdrawn its involvement in this accreditation process. The ACJS's action appears temporary in nature since there is widespread discussion on its former role and equally widespread demand for its return in this area. Best predictions are that ACJS will soon begin its former role.

G. Program Implementation and Projected Resource Requirements

Size of Program

It is proposed to initiate the Master's program in Fall semester, 1986, with approximately five (5) graduate courses. The addition of four (4) graduate level courses per semester generates an additional faculty requirement. Therefore, the present faculty will need to be augmented by one additional faculty member qualified for membership on the graduate faculty. Based on a controlled rate of admission, and assuming two years to complete all requirements for graduation, it is anticipated that by the end of the academic year 1988-89, a total of 45 students will have been admitted into the program, and a total of 30 Master's degrees will have been completed. (See Table II for details)

### III. SPECIFIC COURSE PROPOSALS IN GRADUATE LAW/JUSTICE

#### COURSES IN THE PROPOSAL

- Proposal A: Evaluation of Research Methods and Procedures in Criminal Justice
- Proposal B: Criminal Justice Administration
- Proposal C: Nature of Crime
- Proposal D: Jurisprudence
- Proposal E: Police Administration
- Proposal F: Police in the Urban Community
- Proposal G: Seminar in Policing
- Proposal H: Judicial Administration
- Proposal I: Seminar in Criminal Evidence
- Proposal J: Trends in Criminal and Constitutional Law
- Proposal K: Seminar in Law
- Proposal L: Law of Corrections
- Proposal M: Correctional Administration
- Proposal N: Seminar in Correctional Process
- Proposal O: Non-Institutional Corrections
- Proposal P: Seminar in Criminology
- Proposal Q: Directed Readings in Criminal Justice
- Proposal R: Youth, Crime and Justice

#### A. COURSE PROPOSAL

##### 1. Details

- a. Evaluation of Research Methods and Procedures in Criminal Justice
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Major Requirement
- e. None
- f. Fall 1986 - Spring 1987
- g. Staff is adequate since three terminally degreed social scientists exist on our staff. The College itself could also provide other faculty in this area. Library is excellent here.
- h. NA

##### 2. Rationale

These areas of inquiry must be mastered for two reasons. First, a high proportion of the published work in criminal justice is empirical and quantitative, frequently using sophisticated statistical techniques. To read published works intelligently, one must be able to understand how a research question is formulated and how the data are collected and analyzed. A second reason for needing to understand research methods and statistics is that they are extremely marketable skills.

### 3. Essence of the Course

#### a. Objectives

1. Student will identify and critique the basic assumptions behind all research methods and the statistics that are employed in conjunction with research methods.
2. Student will ascertain when and how a particular research method should be formulated.
3. Student will interpret various statistical solutions.
4. Student will discern the advantages and the limitations of employing various research methods.

#### b. Topical Outline:

1. Introduction: The Scientific Research Process
2. The Meaning of Hypothesis Testing
3. Research Design and Its Problems
4. Techniques and Strategies in Measurement
5. Fundamentals of Data Production Techniques
6. Sampling Methods and Their Meaning
7. The Roles of Variables in Research
8. Traditional Testing Methods
9. The Significance of Variance, Correlation and Regression Analyses

#### c. Evaluation and Grading Procedure

1. Mid-Term Exam
2. Final Exam

#### d. Course Evaluation

Student evaluations and departmental curricula review, or other appropriate methods.

4. Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

This course provides an introduction to the basic principles and issues relevant to understanding data sources and research in the criminal area. The course reviews traditional areas of statistics and social science research methodology, with special emphasis on research problems in criminal justice. Exposure is also given to the Uniform Crime Report, victimization surveys, court and prison statistics, evaluation studies and agency reports.

## B. COURSE PROPOSAL

### 1. Details

- a. Criminal Justice Administration
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Major requirement
- e. None
- f. Fall 1986 - Spring 1987
- g. Department needs to address a faculty line in the administrative area. At this stage, reliance would be on adjuncts.
- h. NA

### 2. Rationale

The purpose of this course is to acquaint the entering graduate student with current public policy issues regarding: Crime and Criminals, Police, Corrections, Judicial Process, and Juvenile Justice. This course, is an introductory graduate/core course requirement, lays the groundwork, philosophy, and assists the student in acquiring graduate level skills for use in his or her profession or to prepare the student for advanced scholarly endeavors.

### 3. Essence of the Course

#### a. Objectives

1. Student will become familiar with the major components of the justice system.
2. Student will learn how public policy and the administrative rule and regulation impact on the justice system.
3. Student will discern pertinent issues and problems plaguing criminal justice administration.
4. Student will be able to contemplate and devise proposed solutions to the most pressing problems in criminal justice administration.

#### b. Topical Outline

1. The Justice System: A Systematic Approach
2. Law, Legislation and the Justice System
3. Judicial Interpretation and Its Influence on the Justice System
4. Law, Society, and Public Opinion
5. Police: Problems and Procedures
6. Crime Prevention: Policy and Practice
7. Corrections: Jails, Prisons, Probation, Parole, and Community Based Alternatives
8. Volunteers in Criminal Justice
9. The Judicial System
10. The Model of Judicial Philosophy
11. Negotiating the Disposition of Criminal Charges
12. The Juvenile Justice System

c. Evaluation and Grading Procedure

There will be a mid-term and a final exam.

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committees, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

The course provides a review of bureaucracy and complex organizations with strong emphasis on the concepts and practices of the organization and management of public agencies in the United States. Special consideration is given to the various philosophies, typologies, and models of administrative systems in criminal justice.

## C. COURSE PROPOSAL

### 1. Details

- a. Nature of Crime
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Required
- e. None
- f. Fall 1986 - Spring 1987 -- Once each academic year
- g. With two criminologist, two sociologists; the department is fully staffed in this area. Library periodicals need attention.
- h. NA

### 2. Rationale

No graduate program in Law/Justice could process academic integrity if it did not require all of its students to review major criminological theories, or to become familiar with elementary methods of crime measurement and assessment. The course attempts to place the study of crime in an intellectual perspective which all graduates of the program need exposure to.

### 3. Essence of the Course

#### a. Objectives

1. Student will acquire an understanding of the fundamental theories of crime causation.
2. Student will become adept at measurement and assessment strategies in the analysis of crime.
3. Student will analyze the dynamics of crime, both social and legal, in a free society.

#### b. Topical Outline

1. The Nature and Extent of Crime and Delinquency
2. Explanations of Delinquent and Criminal Behavior:  
Sociological, Psychological and Biogenic
3. Similarities and Differences Among Theories
4. Relationship Between Theory and Research
5. Radical Criminology
6. Patterns of Criminal Behavior
7. Professional and Organized Crime
8. Drug Related Criminality
9. White Collar and Corporate Crime
10. Violent Behavior
11. Female Criminality

c. Evaluation and Grading Procedure

Mid-Term and Final Exam  
Papers and Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

An entry level introductory course required of all majors which provides an overview of the nature and scope of delinquency and crime problems; considers problems of the assessment and measurement of delinquency and crime; surveys available theoretical formulations concerning delinquency and crime from psychogenic, social, physiological, constitutional, and economic perspectives; explores the relationship between theory and research.

## D. COURSE PROPOSAL

### 1. Details

- a. Jurisprudence
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Required
- e. None
- f. Fall 1986 - Spring 1987 -- Once each academic year
- g. Faculty in this course area are very capable in the Department of Law/Justice but can also be complemented by a fine Philosophy faculty at Glassboro. Library resources are adequate.
- h. NA

### 2. Rationale

Any professional student of law/justice or practitioner in the justice field should be exposed to the numerous ethical, philosophical and moral dilemmas in the enforcement of law. The department hopes to train not only skilled students in the substance of law, but also persons with insight and depth in understanding the meaning of law in a free society.

### 3. Essence of the Course

#### a. Objectives

1. Student will comprehend major philosophical theories and positions which relate to the formulation and application of law.
2. Student will understand the role philosophy, morality and religion play in a modern world.
3. Student will analyze recurring ethical dilemmas that emerge in the application of law in a free society.

#### b. Topical Outline

1. Legal Thought and Philosophy
2. Ethics
3. The Natural Law
4. Ecclesiastical Law
5. The Law of Nature and Morality
6. Legal Positivism
7. The Rights of Man: A Legal Foundation
8. Utilitarianism
9. Nomodynamics: The Legal Order
10. Legal Realism
11. Realistic Jurisprudence
12. The Predominant American View of Legal Reasoning
13. The Common Law Tradition

c. Evaluation and Grading Procedure

1. Papers on Ethical Issues in Law Enforcement
2. Final Exam

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

This course will examine major philosophical theories, the nature of law, and significant developments in analytical jurisprudence. Also focused upon will be fundamental theories of conceptual scope, substantive components of the assumption of justice and the criteria for the validity of the law. A major goal of this course is to present divergent perspectives on profound issues in an effort to provide analytical thought and legal reasoning.

## E. COURSE PROPOSAL

### 1. Details

- a. Police Administrator
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Fall 1986 - Spring 1987
- g. Department needs to address a faculty line in the administrative area. At this juncture reliance would be on adjuncts.
- h. NA

### 2. Rationale

The purpose of this course is to provide for graduate justice majors an in-depth analysis of major administrative problems faced in police organizations.

### 3. Essence of the Course

#### a. Objectives

1. Student will acquire an understanding of organizational and administrative philosophy as it applies to contemporary law enforcement administration.
2. Student will appraise common administrative problems in order to broaden the depth of understanding regarding issues which may restrain the police administrator in his duties.
3. Student will become familiar with the police unionism, internal disciplinary processes, team policing, etc., and what impact these processes have upon normal operational policy and practice.
4. Student will discern the interaction between the police and other governmental entities.

#### b. Topical Outline

1. Overview of police administration.
2. The growth, the development and nature of police administration.
3. Career and recruitment problems.
4. Corruption within police agencies.
5. Policy formulations within police departments.

6. Public relations, human and community relations.
7. Analysis of Team Policing.
8. The relationship of the police to other governmental and political entities.
9. The coordination and consolidation of police services.
10. The police role and responsibility in civil disorders.
11. Department organizational models.
12. The police profession and unionization.
13. Professionalism-Education vs. Training Focus on the Police.

c. Evaluation and Grading Procedure

1. Papers, Article Reviews and Critiques
2. Mid-term and a final exam

d. Course Evaluation

Student evaluations and departmental curricula review, or other appropriate methods.

4. Results of Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV at D.

## 6. Catalog Description

This course permits the student a thorough review of the administrative structure, management practices, and operational aspects of law enforcement agencies in the criminal justice system. Analysis and evaluation of innovative programs, and the impact of science and technology are also major analytical components in the course design.

## F. COURSE PROPOSAL

### 1. Details

- a. Police in the Urban Community
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Fall 1986 - Alternate Academic Years
- g. Staffing is adequate, though again, the department would generally be benefitted by a specialist in police administration.
- h. NA

2. Rationale: The dynamics of urban society certainly influences, molds and shapes the operation of the criminal justice system. The purpose of this course is to view the impact the city has upon law enforcement practice. Since the police officer is the gatekeeper to the justice system, a review of the history, training and personalities of the typical urban police officer is most relevant. The course will also consider the influence of urban political machines, the movement towards professionalism, police education and personality evaluations of urban police officers.

### 3. Essence of the Courts

#### a. Objectives

1. Student will analyze and interpret the special problems in policing the urban environment.
2. Student will learn current efforts to increase effective community relations by police in the urban setting.
3. Student will be able to identify typical police personalities and internal review systems in a major urban police department.
4. Student will become knowledgeable of reform efforts and minority hiring practices among the major metropolitan police departments.

#### b. Topical Outline

1. Urban Policing: An Overview
2. Police and Politics
3. The Military Model and Its Effect on Urban Police Practice
4. Reform Efforts in Law Enforcement
5. Urban Change: Police Response
6. Civil Rights, Affirmative Action, Community Relations: Influence on Police Practice
7. Roles and Functions of Urban Police
8. Police Personalities

9. Impact of Urban Policing on the Rank and File
10. Public Scrutiny: Internal Review and Discipline
11. Future Directions of Urban Policing

c. Course Requirements

1. Paper, Project Critiques and Article Reviews

2. Exams and Quizzes

d. Students' evaluations, committee review and other appropriate means.

4. Results of Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

The course will examine how the various elements of the justice process interrelate and the special problems in policing the urban environment. A major focus will be the current review of reform efforts in: minority hiring, police professionalism, police unions, and the oversight of discipline.

## G. COURSE PROPOSAL

### 1. Details

- a. Seminar in Policing
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Fall 1987
- g. Excellent staffing and library resources
- h. NA

### 2. Rationale

The course will focus primarily upon internal issues of police management, in contrast to its companion course (Police Administration), which is concerned more with the external environment within which police management occurs. The course is premised upon the belief that current strategies for police improvement, which hold out an ideal (or professional) model as a goal, have missed the point and have been unsuccessful. That premise argues the necessity of returning to certain fundamental questions about policing, and from them to ask, "How can the quality of police service be improved?"

### 3. Essence of the Course

#### a. Objectives

1. Student will acquire an awareness and understanding of critical issues in policing, with particular emphasis upon elements of those issues that are internal to the police organization.
2. Student will comprehend existing studies of police problems and dilemmas.
3. Student will evaluate effectiveness of the police professionalism model.

#### b. Topical Outline

1. Complex Problems in Policing
2. The Police Function and Serious Crime
3. Alternatives to Police
4. Police Discretion
5. Police and the Political Process
6. Police-Citizen Contacts
7. Corruption
8. Internal Discipline
9. Higher Education and the Professionalism of Police
10. Change in the Police System

c. Evaluation and Grading Procedure

1. Class Participation
2. Oral Reports
3. Group Presentation
4. Paper or Project
5. Exam

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

Police Personnel, the police and the community, and police integrity are discussed. Particular emphasis is given to recruitment, selection and training; to the scope of police-community relations problems and programs related to community relations; and to the problems of police corruption and its remedies. Students are required to formulate major projects, papers or assignments in the traditional seminar.

## H. COURSE PROPOSAL

### 1. Details

- a. Judicial Administration
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1987 - Fall 1987 -- Once each academic year
- g. Staff is very adequate in this area since experienced attorneys are in the department's faculty. Library resources need attention, especially in periodicals.
- h. NA

### 2. Rationale

Experienced, trained and professional court administrators are in short supply. This course seeks to provide the professional student in the department with the opportunity to become knowledgeable about the daily policies, practices and problems which impact the judicial system, from staffing to docketing and from cost-effectiveness to security in the physical plant.

### 3. Essence of the Course

#### a. Objectives

1. Student will discover the basic structure of federal and state court systems in the United States.
2. Student will analyze in detail the procedural stages in the judicial process.
3. Student will evaluate current controversial issues pertaining to courts.
4. Student will become familiar with basic administrative processes, (docketing, funding, security, etc.) in the management of courts.

#### b. Topical Outline

1. Overview of the court system
2. Management in the judicial system
3. Information systems
4. Structure and hierarchy of the courts
5. Procedural steps and stages in the judicial system
6. Judicial power
7. Cost-effectiveness and justice
8. Personnel
9. Professionalism in judicial process
10. The role of the sheriff
11. Docketing
12. Dilemmas, controversies and problems in the judicial system
13. Future of the judicial system

c. Evaluation and Grading Procedure

1. Grade Components

Research paper  
Article critiques  
Objective quizzes  
Examinations

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

The structure of courts, original and appellate jurisdiction, judicial selection and tenure sentencing disparity, and sentencing alternatives are comprehensively reviewed. Court administration which highlights emerging practices in design and operation of the judicial system is also a major thrust in the course.

## I. COURSE PROPOSAL

### 1. Details

- a. Seminar in Criminal Evidence
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1987 - Once each academic year
- g. Department has two full-time lawyers experienced in evidentiary issues, and has easy access to excellent adjunct faculty. Library resources are being improved.
- h. NA

### 2. Rationale

Course is essential for all practitioners in the justice system since it reviews the rules of evidence and their applicability in pre-trial, trial and post-trial processes. Material also comprehensively covers the role of evidence in police and judicial behavior.

### 3. Essence of the Course

#### a. Objectives

1. Student will discern the fundamental rules of evidence, including the law of hearsay, privilege, impeachment and immunity.
2. Student will develop an ability to apply the principles of evidence in formulating or designing policy or strategies of administrative operation.
3. Student will compose and comprehend prosecution and defense strategies in using evidence.

#### b. Topical Outline

1. Rules of Evidence: State and Federal
2. Element of Proof
3. Burdens
4. Judicial Notice
5. Relevance
6. Hearsay
7. Impeachment/Cross Examination
8. Direct Examination
9. Credibility/Veracity
10. Privilege and Confidentiality
11. Real Evidence
12. The Best Evidence Rule
13. Witnesses
14. Demonstrative Evidence

c. Evaluation and Grading Procedure

1. Term Paper
2. Optional Quiz
3. Final Exam
4. Participation/Attendance

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

An overview of the law of evidence in the criminal justice system, taught in a seminar fashion. Students will be required to instruct the class as well as perform extensive research on a topic like hearsay, demonstrative evidence, impeachment, privilege, exclusionary principles and other topics of evidence.

## 5. COURSE PROPOSAL

### 1. Details

- a. Trends in Criminal and Constitutional Law
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1987 - Once each academic year
- g. Excellent staff and library resources, particularly in federal criminal matters.
- h. NA

### 2. Rationale

Experienced practitioners in the justice system must keep aware of emerging trends in criminal and constitutional law. Areas like due process standards, police behavior and detention, and statutory reformulation or amendment all regularly influence professional behavior in the field of law enforcement. This course keeps working professionals abreast of all significant changes or trends.

### 3. Essence of the Course

#### a. Objectives

1. Student will discern the emerging problems in both criminal and constitutional law.
2. Student will become adept in the analysis and interpretation of statutory materials.
3. Student will learn the various freedoms in the Bill of Rights, and appraise the rights afforded either party to the criminal act.
4. Student will evaluate the impact law has on behavior in a normative society.

#### b. Topical Outline

1. The Legal System: Constitutional and Criminal Components
2. Law: Criminal and Constitutional
3. Legal Rights/Legal Remedies
4. Procedure in Criminal Cases
5. Interpreting Criminal Statutes
6. Interpreting the Constitution
7. The Reach of Federal Power in the Federal System
8. Constitutional Limitations in the Enforcement of Criminal Codes
9. Individual Rights vs. the Social Good

c. Evaluation and Grading Procedure

Mid-Term

Final Exam

Papers, Projects, Critiques and Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

This course deals with the theory of law as a mechanism for social control and influence. Reviews major changes in criminal and institutional law especially as it affects police and other agency behavior. Consideration is also given to moral, philosophical and ethical dimensions in the role of law in a free society.

1. Details

- a. Seminar in Law
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1987 - Fall 1987 -- Once each academic year
- g. Staff and library resources are excellent, except for periodical holdings.
- h. NA

2. Rationale

The course offers the advanced graduate student the opportunity to study and research thoroughly a given topic in law, especially as it affects society. The course is designed to permit the student to select a topic, such as the role of law and the enforcement of morality, and to ruminate deeply over the implications of this function or dysfunction of law. The seminar course affords regular exchange between students and faculty, and also enables faculty to foster a variety of topics and approaches.

3. Essence of the Course

a. Objectives

- 1. Student will analyze the role and influence of law in the organization of society.
- 2. Student will detect how law is a tool of social control.
- 3. Student will learn alternative approaches to how the "law" should be used as a means of social and moral control.

b. Topical Outline

- 1. Social Theory: Types of Social Regulation
- 2. Moral Theory
- 3. Legal Theory
- 4. Rights
- 5. Justice
- 6. Equality
- 7. Punishment
- 8. Freedom and Responsibility
- 9. Freedom as a Political Ideal
- 10. The Grounds of Authority and Political Obligation
- 11. Democracy and the Enforcement of Law

c. Evaluation and Grading Procedure

1. Readings
2. Oral Reports and Presentations
3. Examinations and Quizzes
4. Papers and Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

3. Catalog Description

This upper-level course, taught in seminar framework summarized the nature of law, legal institutions, and general legal processes which are systems of social control. It also considers the various theories of jurisprudence, the nature and sources of law and the structure of legal institutions.

## 2. COURSE PROPOSAL

### 1. Details

- a. Law of Corrections
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Electives
- e. None
- f. Spring 1987 -- Once each academic year
- g. Both staff and library resources in this area are excellent

### 2. Rationale

Correctional law was the most often offered course in our survey of national graduate programs, and for good cause. First, the correctional system needs skilled administrators who must be cognizant of the legal ramifications of their policy formulation. No prison system can be properly administered without this fundamental legal understanding. Secondly, post-conviction rights and remedies continue to demand more of the justice system's time, energy and expenditures.

### 3. Essence of the Course

#### a. Objectives

1. Student will learn the fundamental principles in the law of corrections from legal rights upon incarceration to rights of parole or suspended sentence.
2. Student will comprehend the administrative impact correctional law has upon correctional system.
3. Student will evaluate the role of the Bill of Rights in the enforcement of prisoner rights.
4. Student will discern the influence case law or court decisions have upon the correctional system.

#### b. Topical Outline

1. Conviction and its Consequences
2. Sentencing Processes
3. Appeals - Direct Attack
4. Post-Conviction Procedures
5. Post-Conviction Remedies
6. Legal Rights of Prisoners
7. State Remedies for Enforcement of Rights
8. Federal Remedies for Enforcement of Rights
9. Legal Rights of Parolees
10. Conditions of Parole
11. Revocation of Parole
12. Discharge
13. Pardon
14. Expungement

c. Evaluation and Grading Procedure

1. Term Paper
2. Final Exam
3. Paper, Projects, Critiques and Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

Course comprehensively covers all aspects of correctional law, from a defendant's perspective as to sentencing, treatment or therapy, as well as the administrative dimensions that law plays on the daily regimen of the correctional system. Topics include rights of religion, criminal review, property issues, safety and rehabilitation.

## M. COURSE PROPOSAL

### 1. Details

- a. Correctional Administration
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1988 - Alternative Academic Years
- g. Staff in department is very adequate since two of the department's members have vast experience in the correctional system. Library holdings are adequate but could use some increased holdings in periodicals.
- h. NA

### 2. Rationale

The dynamics of a typical correctional facility clearly require persons skilled in the tools of administrative behavior. The department wishes to afford practitioners in correctional administration the opportunity to review traditional and more current theories of daily prison design and functions, as well as testing and those theories in an applied setting.

### 3. Essence of the Course

#### a. Objectives

1. Student will comprehend the various schools of thought regarding the operation and administration of correctional facilities.
2. Student will learn more current strategies in prison administration including trends in personnel selection and levels of management.
3. Students will be able to implement theoretical policies in an actual administrative framework and assess their effectiveness.
4. Student will be able to contrast private sector management practices with public sector administrative reality.

#### b. Topical Outline

1. Overview of the Correctional Process
2. Effective Supervision for the Corrections Profession
3. The Correctional Employee
4. Profiles of Occupational Specialties of Correctional Workers
5. Functions of Correctional Administration and Management
6. Organizational Theory
7. Scientific Management
8. Human Relations

9. Management by Objectives (MBO)
10. Motivating and Directing the Correctional Employee
11. Correctional Policy and Policy Making
12. Correctional Law Defined
13. Juvenile Correctional Law
14. Effective Supervisor Communication
15. Developing Supervisor Potential Through Training
16. Routine Custody Procedures
17. Emergency Custody Procedures

c. Evaluation and Grading Procedures

1. Mid-Term and Final Exam
2. Two Position or Term Papers or Projects, Critiques or Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your view at Section IV, at D.

## 6. Catalog Description

The course will analyze major organizational and administrative theories applicable in the correctional setting. Supervisory and management modes will be fully covered as well as the role of policy in prison operation and the impact law has upon the daily operations of the correctional system.

## N. COURSE PROPOSAL

### 1. Details

- a. Seminar in the Correctional Process
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Fall 1986 - Spring 1987
- g. Excellent staff, since two faculty with terminal degrees have spent their careers in this area, before entering academics. Library resources need attention.
- h. NA

### 2. Rationale

Course provides graduate students the opportunity to focus on specific aspects of the correctional system in a most scholarly way, and to formulate and design a research project that has practical and theoretical ramifications.

### 3. Essence of the Course

#### a. Objectives

1. Student will master a theoretical research position relating to the correctional system.
2. Student will assess the influence of the modern day reform movement on correctional programs and policies.
3. Student will learn the novel approaches to incarceration.

#### b. Topical Outline

1. Penology in the United States
2. Punitive Sanctions: Historical Role
3. Prisons in America: Conditions after 100 Years of "Reform"
4. The Traditional Prison Model
5. Rehabilitation as a Theory
6. Methods of Reform
7. Functional Roles in Prison Reform: Personnel
8. Participatory Government: An Alternative Prison Managerial Model
9. Reformation or Revolution
10. Reflections on Reform

#### c. Evaluation and Grading Procedure

1. Mid-Term and Final
2. Research Paper, Critiques and Article Reviews

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

The course is designed as an in-depth examination of philosophies, policies and issues of institutionalization. The first portion of the course will examine the origins and evolution of large institutions and their impact on the lives of inmates. The second portion of the course traces the development of deinstitutionalization philosophy and practice, and its application through community-based corrections. Reform applications will also be considered.

## O. COURSE PROPOSAL

### 1. Details

- a. Non-Institutional Corrections
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1988 - Alternate Academic Years
- g. Staff and library facilities are more than adequate.
- h. NA

### 2. Rationale

The movement towards non-institutional corrections is well documented. The popularity of this form of correctional response is due to budgetary constraints, rehabilitative preference and avoidance of peer prison pressure. Many occupational opportunities are being created in this area.

### 3. Essence of the Course

#### a. Objectives

1. Student will learn that community corrections is a major component of the criminal justice system.
2. Student will become aware of the various theories underlying community based corrections.
3. Student will appraise the various types of correctional programs occurring within the community in terms of setting, specific treatment modalities, staff and clients.

#### b. Topical Outline

1. Development of Community-Based Corrections
2. Diversion in the Criminal Justice System
3. Pretrial Release Programs
4. Contemporary Objectives of Probation
5. Probation Supervision
6. Restitution and Community Service
7. Program Models: Community Supervision and Residential Alternatives
8. Work Release
9. Halfway Houses
10. Contemporary Parole
11. Special Problems of Female Offenders
12. Criminal Justice and Juvenile Justice
13. Special Problems of Drug Abusers
14. Citizen Participation in Community Corrections

c. Evaluation and Grading Procedure

1. Paper, Project and Article Reviews
2. Mid-Term and Final

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

This course permits a student the opportunity to differentiate and compare the non-institutional correctional alternatives to reformatories and prisons. Such programs as halfway houses, group homes, work and educational release will be examined.

## P. COURSE PROPOSAL

### 1. Details

- a. Seminar in Criminology
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. Nature of Crime
- f. Spring 1987 - Fall 1987 -- Alternate academic years
- g. With one criminologist, 2 sociologists and 2 ABDs in Criminal Justice; the department is fully staffed in this area. Library periodicals need attention.

### 2. Rationale

As in law, policing and corrections, the department hopes to offer advanced students the opportunity for extensive inquiry into a topic that is criminological in scope. The course is primarily geared to those students who aspire to the Doctoral degree and who wish advanced research experience and seminar presentations.

### 3. Essence of the Course

#### a. Objectives

1. Student will extrapolate, quantify, measure and test a criminological topic in a seminar setting.
2. Student will analyze theories in crime causation.
3. Student will comprehend controversial theories of crime analysis as conflict and radical criminological explanations.

#### b. Topical Outline

1. Theory: Method and Practice
2. Crime and Its Explanation
3. The Classical School of Theory
4. Positivism
5. Sociological Theories
6. Conflict Theories in Criminology
7. Physical Type and Psychoanalytic Theories
8. Biogenic and Sociogenic Theories

#### c. Evaluation and Grading Procedure

Two essay tests will be given, one mid-term and one final. Each test will account for one-half of the final grade.

d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

An advanced course covering numerous theoretical explanations of crime, aberrant behavior and all forms of deviance. Further consideration will be given to historical explanations of criminality, rehabilitative strategies, and conflict and radical propositions.

## Q. COURSE PROPOSAL

### 1. Details

- a. Directed Readings in Criminal Justice
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. Nature of Crime
- f. Fall 1987 - Spring 1988 -- Once each academic year
- g. Departmental staff is very strong in this area, as well as other faculty from other behavioral departments on the campus
- h. NA

### 2. Rationale

The department seeks to afford advanced graduate students with the opportunity to explore a topic of interest in a class or one-on-one environment. Student faculty interaction is most critical in this course since the student must seek out a graduate faculty member willing to work with individual students on selected topics. The end result of this collaboration should be a very scholarly work or project.

### 3. Essence of the Course

#### a. Objectives

1. Student will investigate and master a topic of major interest.
2. Student will analyze current readings and materials regarding that topic.
3. Student will be capable of defending the hypothesis, premise or other basis of the research undertaken.

#### b. Topical Outline

This course is independent in nature with choice of subject matter being left to student/faculty discretion.

#### c. Evaluation and Grading Procedure

Major Project and Papers

#### d. Course Evaluation

Students' evaluations, committee review and other appropriate means.

#### 4. Results of the Consultation

Program has been reviewed, evaluated and overseen by the entire Curriculum Committee, other graduate programs offering similar courses, and the practitioners in the South Jersey area, as well as other departments on this campus. All correspondence and letters of support have been enclosed for your review at Section IV, at D.

## 6. Catalog Description

A course dedicated to an independent analysis of a selected or assigned criminological problem. Students are expected to make class presentations, work closely with individual faculty members on the development of a theoretical work, and to delve comprehensively, yet independently, into criminological material.

## R. COURSE PROPOSAL

### 1. Details

- a. Youth, Crime and Justice
- b. Law/Justice Studies Department
- c. Graduate: 3 hours
- d. Free Elective
- e. None
- f. Spring 1987 - Alternate Academic Years
- g. Excellent departmental staff since two current members have extensive experiences in juvenile delinquency.
- h. NA

### 2. Rationale

The department recognizes that the justice system's chief rehabilitative obligation rests in children who have participated in aberrant behavior. As funding resources become scarce, most legislatures prioritize available resources for juveniles. Accordingly, occupational demands and opportunities continue to grow.

### 3. Essence of the Course

#### a. Objectives

1. Student will discover the various agencies within the juvenile justice system and how these agencies operate to affect the behavior and processing of youth.
2. Student will learn about the various agencies outside the juvenile justice system and how these agencies operate to affect the behavior and processing of youth.
3. Student will analyze the historical context which spawned current approaches to dealing with youth.

#### b. Topical Outline

1. The Juvenile Justice System
2. The Concept of Delinquency
3. Status Offenders
4. The "civil" proceedings within the juvenile justice process
5. Police Role in the Juvenile System: Arrest/Taking into Custody, Line-ups, Entrapment, Surveillance
6. Diversion
7. Alternatives to the institutional detention of delinquents
8. Constitutional Questions in the Juvenile Process: Search and Seizure, Interrogations
9. The family court vs. juvenile court debate
10. The dispositional phases of the juvenile system
11. Diagnosing and evaluating juvenile misbehavior
12. The right to treatment
13. The future of juvenile justice

## 6. Catalog Description

The fundamental theories, operations, and institutions of juvenile justice and delinquency in the United States have been under fire for the past two decades. This seminar will address some of the problem areas and special concerns that have been/are under discussion in the field of juvenile delinquency. The goal of this course is to present divergent perspectives on particular issues in an effort to provoke thought, discussion, and debate.